CUMULATIVE CONTENTS FOR 1973 VOLUMES

Volumes 64 and 65

AUTHOR AND TITLE — VOLUME:PAGE

Ackerman, Margaret D. Acquisition and transfer value of initial training with multiple grapheme–phoneme correspondences **65**:28

Aleamoni, Lawrence M., and Yimer, Makonnen. An investigation of the relationship between colleague rating, student rating, research productivity, and academic rank in rating instructional effectiveness **64**:274

Anderson, Norman H. Information integration theory applied to attitudes about U.S. presidents **64**:1

Anderson, Richard C. Learning principles from text **64**:26

Anderson, Richard C. *See* Klemt, Laura L.

Anderson, Roger H. *See* Samuels, S. Jay.

Anglejan, Alison d'. *See* Lambert, Wallace E.

Anthony, W. S. Learning to discover rules by discovery **64**:325

Asher, Steven R., and Gottman, John M. Sex of teacher and student reading achievement **65**:168

Baird, Leonard L. Teaching styles: An exploratory study of dimensions and effects .. **64**:15

Baltes, Paul B. *See* Labouvie, Gisela V.

Beckman, Linda. Teachers' and observers' perceptions of causality for a child's performance **65**:198

Blumberg, Ellen L. *See* Williams, Joanna.

Boutwell, Richard C. *See* Tennyson, Robert D.

Boyd, William McKendree. Repeating questions in prose learning **64**:31

Briggs, Chari H., and Weinberg, Richard A. Effects of reinforcement in training children's conceptual tempos **65**:383

Brophy, Jere E. *See* Good, Thomas L.

Bull, Shellagh G., and Dizney, Henry F. Epistemic-curiosity-arousing prequestions: Their effect on long-term retention **65**:45

Calfee, Robert C., Lindamood, Patricia, and Lindamood, Charles. Acoustic-phonetic skills and reading—Kindergarten through twelfth grade **64**:293

Carter, John F. *See* Montague, William E.

Carver, Ronald P. Effect of increasing the rate of speech presentation upon comprehension **65**:118

Carver, Ronald P. Understanding, information processing, and learning from prose materials **64**:76

Centra, John A. Effectiveness of student feedback in modifying college instruction .. **65**:395

Chambers, Jack A. College teachers: Their effect on creativity of students **65**:326

Citron, Michelle. *See* Levin, Joel R.

Clarkson, Quentin D. *See* Henderson, Norman B.

Cleary, T. Anne. *See* Gozali, Harriet.

Clifford, Margaret M. How learning and liking are related—A clue **64**:183

Cohen, Shelby Ruth. Influence of organizing strategies and instructions on short-term retention **64**:199

Cook, Harold, and Smothergill, Daniel W. Racial and sex determinants of imitative performance and knowledge in young children **65**:211

Costin, Frank, and Grush, Joseph E. Personality correlates of teacher–student behavior in the college classroom **65**:35

Coulson, Douglas, *See* Myers, Jerome L.

Daharsh, Billie Jo. *See* Goldman, Roy D.

Das, J. P. Structure of cognitive abilities: Evidence for simultaneous and successive processing **65**:103

Davidson, Robert E. *See* Levin, Joel R.

Davis, J. Kent. *See* Houts, John C.

Dialessi, Frank. *See* Zimmerman, Barry J.

Di Vesta, Francis J., and Gray, G. Susan. Listening and note taking: II. Immediate and delayed recall as functions of variations in thematic continuity, note taking, and length of listening–review intervals **64**:278

AUTHOR AND TITLE VOLUME:PAGE

Dizney, Henry F. *See* Bull, Shellagh G.
Dowaliby, Fred J., and Schumer, Harry. Teacher-centered versus student-centered mode of college classroom instruction as related to manifest anxiety **64:125**
Durnin, John, and Scandura, Joseph M. An algorithmic approach to assessing behavior potential: Comparison with item forms and hierarchical technologies **65:262**
Dusek, Jerome B., and O'Connell, Edward J. Teacher expectancy effects on the achievement test performance of elementary school children **65:371**
D'Zurilla, Thomas J. *See* Goldfried, Marvin R.
Egan, Dennis E., and Greeno, James G. Acquiring cognitive structure by discovery and rule learning **64:85**
Emmer, Edmund T., and Peck, Robert F. Dimensions of classroom behavior **64:223**
Fay, Warren H. *See* Henderson, Norman B.
Feather, N. T. *See* Simon, J. G.
Finkbeiner, Carl T., Lathrop, James S., and Schuerger, James M. Course and instructor evaluation: Some dimensions of a questionnaire **64:159**
Fisher, Judith L., and Harris, Mary B. Effect of note taking and review on recall **65:321**
Frase, Lawrence T. Integration of written text **65:252**
Frase, Lawrence T. Sampling and response requirements of adjunct questions **65:273**
Frederiksen, Janet. *See* Jensen, Arthur R.
Friedman, Philip. Relationship of teacher reinforcement to spontaneous student verbalization within the classroom **65:59**
Friedman, Philip. Student imitation of a teacher's verbal style as a function of natural classroom reinforcement **64:267**
Frohring, Wayne R. *See* Labouvie, Gisela V.
Gagné, Ellen D. *See* Moore, J. William.
Garson, Blaine. *See* Perfetti, Charles A.
Gay, Lorraine R. Temporal position of reviews and its effect on the retention of mathematical rules **64:171**
Ghatala, Elizabeth Schwenn, and Hurlbut, Nancy L. Effectiveness of acoustic and conceptual retrieval cues in memory for words at two grade levels **64:347**
Ghatala, Elizabeth S. *See* Levin, Joel R.
Giglio, John. *See* Shuell, Thomas J.
Goldfried, Marvin R., and D'Zurilla, Thomas J. Prediction of academic competence by means of the survey of study habits and attitudes **64:116**
Goldman, Roy D., and Hudson, David J. A multivariate analysis of academic abilities and strategies for successful and unsuccessful college students in different major fields **65:364**
Goldman, Roy D., Hudson, David, and Daharsh, Billie Jo. Self-estimated task persistence as a nonlinear predictor of college success **65:216**
Good, Thomas L., Sikes, J. Neville, and Brophy, Jere E. Effects of teacher sex and student sex on classroom interaction **65:74**
Gottman, John M. *See* Asher, Steven R.
Goulet, L. R. *See* Labouvie, Gisela V.
Gozali, Harriet, Cleary, T. Anne, Walster, G. William, and Gozali, Joav. Relationship between the internal–external control construct and achievement **64:9**
Gozali, Joav. *See* Gozali, Harriet.
Gray, G. Susan. *See* Di Vesta, Francis J.
Greeno, James G. *See* Egan, Dennis E.
Greenwood, Gordon E., and Soar, Robert S. Some relationships between teacher morale and teacher behavior **64:105**
Grimmett, Sadie. *See* Turner, Ralph R.
Grush, Joseph E. *See* Costin, Frank.
Guthrie, John T. Models of reading and reading disability **65:9**
Guthrie, John T. Reading comprehension and syntactic responses in good and poor readers **65:294**
Hall, Vernon C., Turner, Ralph R., and Russell, William. Ability of children from four subcultures and two grade levels to imitate and comprehend crucial aspects of standard English: A test of the different language explanation **64:147**
Hall, Vernon C. *See* Turner, Ralph R.
Hansen, Duncan N. *See* Leherissey, Barbara L.

AUTHOR AND TITLE VOLUME:PAGE

Harari, Herbert, and McDavid, John W. Name stereotypes and teachers' expectations 65:222
Harris, Mary B. *See* Fisher, Judith L.
Hauck, William E. *See* Moore, J. William.
Hecht, James T. *See* Mouw, John T.
Heinrich, Darlene L. *See* Leherissey, Barbara L.
Henderson, Norman B., Fay, Warren H., Lindemann, Sally J., and Clarkson, Quentin D. Will the IQ test ban decrease the effectiveness of reading prediction? 65:345
House, Ernest R. *See* Walberg, Herbert J.
Houtz, John C., Moore, J. William, and Davis, J. Kent. Effects of different types of positive and negative instances in learning "nondimensioned" concepts 64:206
Hudson, David. *See* Goldman, Roy D.
Hudson, David J. *See* Goldman, Roy D.
Hurlbut, Nancy L. *See* Ghatala, Elizabeth Schwenn.
Inzer, Eve. *See* Levin, Joel R.
Jensen, Arthur R., and Frederiksen, Janet. Free recall of categorized and uncategorized lists: A test of the Jensen hypothesis 65:304
Johnson, Dale. *See* Venezky, Richard L.
Jones, Jean. *See* Reid, Jackson B.
Josberger, Marie. *See* Taylor, Arthur M.
Kalbaugh, Gary L., and Walls, Richard T. Retroactive and proactive interference in prose learning of biographical and science materials 65:244
Kazdin, Alan E. Role of instructions and reinforcement in behavior changes in token reinforcement programs 64:63
Kee, Daniel, W., and Rohwer, William D., Jr. Noun-pair learning in four ethnic groups: Conditions of presentation and response 65:226
Kerst, Stephen, and Levin, Joel R. A comparison of experimenter-provided and subject-generated strategies in children's paired-associate learning 65:300
Kissler, Gerald R., and Lloyd, Kenneth E. Effect of sentence interrelation and scrambling on the recall of factual information 64:187
Klemt, Laura L., and Anderson, Richard C. Effects of sentence elaboration and frequency of usage on noun-pair learning 65:25
Kuenne, Janet B., and Williams, Joanna. Auditory recognition cues in the primary grades 64:241
Kulhavy, Raymond W. *See* Royer, James M.
Labouvie, Gisela V., Frohring, Wayne R., Baltes, Paul B., and Goulet, L. R. Changing relationship between recall performance and abilities as a function of stage of learning and timing of recall 64:191
Lambert, Wallace E., Tucker, G. Richard, and d'Anglejan, Alison. Cognitive and attitudinal consequences of bilingual schooling: The St. Lambert project through grade five 65:141
Lathrop, James S. *See* Finkbeiner, Carl T.
Leherissey, Barbara L., O'Neil, Harold F., Jr., Heinrich, Darlene L., and Hansen, Duncan N. Effect of anxiety, response mode, subject matter familiarity, and program length on achievement in computer-assisted learning 64:310
Levin, Joel R. Inducing comprehension in poor readers: A test of a recent model ... 65:19
Levin, Joel R. *See* Kerst, Stephen.
Levin, Joel R., Davidson, Robert E., Wolff, Peter, and Citron, Michelle. A comparison of induced imagery and sentence strategies in children's paired-associate learning 64:306
Levin, Joel R., Ghatala, Elizabeth S., Wilder, Larry, and Inzer, Eve. Imagery and vocalization strategies in children's verbal discrimination learning 64:360
Lindamood, Charles. *See* Calfee, Robert C.
Lindamood, Patricia. *See* Calfee, Robert C.
Lindemann, Sally J. *See* Henderson, Norman B.
Lippman, Marcia Z., and Shanahan, Morris W. Pictorial facilitation of paired-associate learning: Implications for vocabulary training 64:216
Lloyd, Kenneth E. *See* Kissler, Gerald R.
Looft, William R. *See* Storck, Patricia A.
Marwit, Karen L. *See* Marwit, Samuel J.

AUTHOR AND TITLE VOLUME:PAGE

Marwit, Samuel J., and Marwit, Karen L. Grammatical responses of Negro and Caucasian second graders as a function of standard and nonstandard English presentation ... **65**:187
Mason, Emanuel J. Teachers' observations and expectations of boys and girls as influenced by biased psychological reports and knowledge of the effects of bias .. **65**:238
McConkie, George W., Rayner, Keith, and Wilson, Steven J. Experimental manipulation of reading strategies ... **65**:1
McConkie, George W. *See* Meyer, Bonnie J. F.
McDavid, John W. *See* Harari, Herbert.
McGlynn, Richard P., and Schick, Connie. Dyadic concept attainment as a function of interaction format, memory requirements, and sex ... **65**:335
Mensing, Patricia M., and Traxler, Anthony J. Social class differences in free recall of categorized and uncategorized lists in black children ... **65**:378
Meyer, Bonnie J. F., and McConkie, George W. What is recalled after hearing a passage? ... **65**:109
Miller, Leon K., and Turner, Suzanne. Development of hemifield differences in word recognition ... **65**:172
Montague, William E., and Carter, John F. Vividness of imagery in recalling connected discourse ... **64**:72
Moore, J. William, Hauck, William E., and Gagné, Ellen D. Acquisition, retention, and transfer in an individualized college physics course ... **64**:335
Moore, J. William. *See* Houtz, John C.
Moos, Rudolph H. *See* Trickett, Edison J.
Mouw, John T., and Hecht, James T. Transfer of the "concept" of class inclusion ... **64**:57
Myers, Jerome L., Pezdek, Kathy, and Coulson, Douglas. Effect of prose organization upon free recall ... **65**:313
Nazzaro, James R. *See* Nazzaro, Jean N.
Nazzaro, Jean N., and Nazzaro, James R. Associative and conceptual learning in disadvantaged and middle-class children ... **65**:341
Noelker, Robert W., and Schumsky, Donald A. Memory for sequence, form, and position as related to the identification of reading retardates ... **64**:22
O'Connell, Edward J. *See* Dusek, Jerome B.
O'Neil, Harold F., Jr. *See* Leherissey, Barbara L.
Palmer, Richard L. *See* Reid, Jackson B.
Peck, Robert F. *See* Emmer, Edmund T.
Perfetti, Charles A., and Garson, Blaine. Forgetting linguistic information after reading ... **65**:136
Pezdek, Kathy. *See* Myers, Jerome L.
Rayner, Keith. *See* McConkie, George W.
Reid, Jackson B., Palmer, Richard L., Whitlock, Joe, and Jones, Jean. Computer-assisted-instruction performance of student pairs as related to individual differences ... **65**:65
Richmond, Bert O., and Weiner, Gerald P. Cooperation and competition among young children as a function of ethnic grouping, grade, sex, and reward condition ... **64**:329
Rohwer, William D., Jr. *See* Kee, Daniel W.
Rosenshine, Barak. Teacher behavior and student attitudes revisited ... **65**:177
Ross, Dorothea M., and Ross, Sheila A. Storage and utilization of previously formulated mediators in educable mentally retarded children ... **65**:205
Ross, Sheila A. *See* Ross, Dorothea M.
Royer, James M., and Kulhavy, Raymond W. Encoding behavior while learning thematically prompted paired associates ... **64**:31
Russell, William. *See* Hall, Vernon C.
Ryan, Frank L. *See* Wheeler, Ronald.
Samuels, S. Jay. Effect of distinctive feature training on paired-associate learning ... **64**:164
Samuels, S. Jay, and Anderson, Roger H. Visual recognition memory, paired-associate learning, and reading achievement ... **65**:160
Sanders, James R. Retention effects of adjunct questions in written and aural discourse ... **65**:181
Scandura, Joseph M. *See* Durnin, John.
Schick, Connie. *See* McGlynn, Richard P.

AUTHOR AND TITLE VOLUME:PAGE

Schuerger, James M. *See* Finkbeiner, Carl T.
Schumer, Harry. *See* Dowaliby, Fred J.
Schumsky, Donald A. *See* Noelker, Robert W.
Shanahan, Morris W. *See* Lippman, Marcia Z.
Shuell, Thomas J., and Giglio, John. Learning ability and short-term memory **64**:261
Sikes, J. Neville. *See* Good, Thomas L.
Silverstein, A. B. Factor structure of the Wechsler Intelligence Scale for three ethnic groups **65**:408
Simon, J. G., and Feather, N. T. Causal attributions for success and failure at university examinations **64**:46
Smith, Ian D. Impact of computer-assisted instruction on student attitudes **64**:366
Smothergill, Daniel W. *See* Cook, Harold.
Soar, Robert S. *See* Greenwood, Gordon E.
Steele, Joe M. *See* Walberg, Herbert J.
Storck, Patricia A., and Looft, William R. Qualitative analysis of vocabulary responses from persons aged six to sixty-six plus **65**:192
Taylor, Arthur M., Josberger, Marie, and Whitely, Susan E. Elaboration instruction and verbalization as factors facilitating retarded children's recall **64**:341
Tennyson, Robert D. Effect of negative instances in concept acquisition using a verbal-learning task **64**:247
Tennyson, Robert D., and Boutwell, Richard C. Pretask versus within-task anxiety measures in predicting performance on a concept acquisition task **65**:88
Thistlethwaite, Donald L. Accentuation of differences in values and exposures to major fields of study **65**:279
Tobias, Sigmund. Distraction, response mode, anxiety, and achievement in computer-assisted instruction **65**:233
Tobias, Sigmund. Sequence, familiarity, and attribute by treatment interactions in programmed instruction **64**:133
Tolor, Alexander. Evaluation of perceived teacher effectiveness **64**:98
Traxler, Anthony J. *See* Mensing, Patricia M.
Trickett, Edison J., and Moos, Rudolph H. Social environment of junior high and high school classrooms **65**:93
Tucker, G. Richard. *See* Lambert, Wallace E.
Turner, Ralph R., Hall, Vernon C., and Grimmett, Sadie. Effects of familiarization feedback on the performance of lower-class and middle-class kindergarteners on the Raven Coloured Progressive Matrices **65**:356
Turner, Ralph R. *See* Hall, Vernon C.
Turner, Suzanne. *See* Miller, Leon K.
Venezky, Richard L. Letter-sound generalizations of first-, second-, and third-grade Finnish children **64**:288
Venezky, Richard L., and Johnson, Dale. Development of two letter-sound patterns in grades one through three **64**:109
Wagner, A. C. Changing teaching behavior: A comparison of microteaching and cognitive discrimination training **64**:299
Walberg, Herbert J., House, Ernest R., and Steele, Joe M. Grade level, cognition, and affect: A cross-section of classroom perceptions **64**:142
Walls, Richard T. *See* Kalbaugh, Gary L.
Walster, G. William. *See* Gozali, Harriet.
Watts, Meredith W., Jr. Behavior modeling and self-devaluation with video self-confrontation **64**:212
Weinberg, Richard A. *See* Briggs, Chari H.
Weiner, Gerald P. *See* Richmond, Bert O.
Wentling, Tim L. Mastery versus nonmastery instruction with varying test item feedback treatments **65**:50
Wheeler, Ronald, and Ryan, Frank L. Effects of cooperative and competitive classroom environments on the attitudes and achievement of elementary school students engaged in social studies inquiry activities **65**:402
Whitely, Susan E. *See* Taylor, Arthur M.
Whitlock, Joe. *See* Reid, Jackson B.
Wilder, Larry. *See* Levin, Joel R.
Williams, David V. *See* Williams, Joanna.

AUTHOR AND TITLE VOLUME:PAGE

Williams, Joanna, Williams, David V., and Blumberg, Ellen L. Visual and aural learning in urban children 64:353
Williams, Joanna. *See* Kuenne, Janet B.
Wilson, Steven J. *See* McConkie, George W.
Wolff, Peter. *See* Levin, Joel R.
Yimer, Makonnen. *See* Aleamoni, Lawrence M.
Zimmerman, Barry J., and Dialessi, Frank. Modeling influences on children's creative behavior 65:127